

NUTRITION AND PHYSICAL ACTIVITY				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>1. The provider completes one of the following food safety trainings (choose ONE):</p> <p>a) Food Safety in Child Care-4 hours (Institute of Child Nutrition online training)</p> <p>OR</p> <p>b) Iowa State University Extension: 4 Food Safety Lessons</p> <p>OR</p> <p>c) Other DHS or IQ4K-approved Food Safety training</p> <p>OR</p> <p>d) ServSafe.</p> <p>2. The program completes a self-assessment and creates an action plan in the area of nutrition.</p> <p>3. The program completes a self-assessment and creates an action plan in the area of physical activity.</p>	<p>1. The provider (choose ONE):</p> <p>a) Participates in CACFP</p> <p>OR</p> <p>b) Completes all of the following (as applicable per age served):</p> <p>I. Iowa CACFP Meal Pattern Training-Steps to Success Module 2</p> <p>II. Iowa CACFP Infant Feeding Training-Steps to Success Module 15</p> <p>III. Iowa CACFP Wellness Module-Meaningful Mealtimes</p> <p>IV. Implement following policies regarding beverages:</p> <p>A. Serve children two years and older only 1%, skim or non-fat milk.</p> <p>B. For children one to two years old, serve whole milk.</p> <p>C. Infants receive only breast milk and/or formula.</p> <p>D. Serve only 100% fruit juice.</p> <p>E. Serve juice no more than one time per day.</p> <p>F. Make water available throughout the day including at snacks and meals.</p> <p>2. The program identifies and implements one physical activity goal from the completed action plan in Level 1.</p>	<p>1. The program participates in CACFP.</p> <p>2. The program identifies and implements two physical activity goals from the completed action plan in Level 1.</p>	<p>1.The program participates in CACFP AND identifies and implements one nutrition goal from the completed action plan in Level 1.</p> <p>2. The program identifies and implements three physical activity goals from the completed action plan in Level 1.</p>	<p>1.The program participates in CACFP AND identifies and implements two nutrition goals from the completed action plan in Level 1.</p> <p>2. The program identifies and implements four physical activity goals from the completed action plan in Level 1.</p>

PROFESSIONAL DEVELOPMENT				
LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
4. The provider completes a professional development plan annually.	3. The provider completes ChildNet Training.	3. The provider completes ChildNet Certification.	3. The provider chooses ONE of the following (as applicable per age served): a) Complete two additional modules- Program for Infant and Toddler Care OR b) Complete Module 2 (10hrs.)-Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC series completed) and complete the following Implementation Guide Checklists and review with coach -Emotions and Emotional-Regulation -Friendship and Problem Solving OR c) Once all of the age-applicable trainings are completed, subsequent applications must complete 20 annual training hours of professional development.	3. The provider chooses ONE of the following (as applicable per age served): a) Complete two additional modules- Program for Infant and Toddler Care (series complete) OR b) Complete Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC) Benchmarks of Quality and action plan for continued implementation and growth with coach (EC-PBIS FCC series must be complete) OR c) Once all of the age-applicable trainings are completed, subsequent applications must complete: 22 annual training hours of professional development.
4. The provider completes 15 annual training hours of professional development.				
5. The provider completes the Medication Administration Skills Competency Course (or other training as approved by DHS) and successfully completes a Competency Skills Evaluation Assessment Checklist (or DHS-approved equivalent).		4. The provider chooses ONE of the following (as applicable per age served): a) Complete one module-Program for Infant and Toddler Care OR b) Complete Module 1 (10hrs.): Early Childhood Positive Behavioral Interventions and Supports for Family Child Care (EC-PBIS FCC) and complete the following Implementation Guide Checklists and review with coach -Relationships -Environments -Expectations, Activities and Feedback OR c) Quality School Age Care OR d) Once all of the age-applicable trainings are completed, subsequent applications must complete 18 annual training hours of professional development.		

FAMILY AND COMMUNITY PARTNERSHIPS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
5. The program provides an orientation for new families.	6. The program offers one conference with families per year to discuss each child's progress and behavioral, social and physical needs. Assessment information is shared with the family.	5. The program promotes cultural sensitivity.	4. The program completes 4 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	4. The program completes 5 activities annually that promote partnerships (see Family and Community Partnership Activity Options).
6. The provider completes 1 activity annually that promotes partnerships (see Family and Community Partnership Activity Options).	7. The program completes 2 activities annually that promote partnerships (see Family and Community Partnership Activity Options).	6. The program completes 3 activities annually that promote partnerships (see Family and Community Partnership Activity Options).		

Family and Community Partnership Activity Options

1. Host a speaker into the program
2. Coordinate field trips to community partners (i.e. fire station, EMS, city hall)
3. Host a group parent/guardian meeting; (parent/guardian provides feedback to the provider; Back to School Night is not an example for this type of meeting)
4. Provide a newsletter that is specific to your program or utilize social media to provide program information to families
5. 10% of enrolled children are served by Child Care Assistance (CCA)
6. Offers sliding fee scale, scholarship, or reduced fee for families not qualifying for CCA
7. Annually survey families with regard to program planning and policies and procedures
8. Minimum of 2 family conferences are offered per year to discuss child's progress and behavioral social and physical needs. Assessment information is shared with the family.
9. Active participation in a professional organization.
10. Program/Provider has a parent/guardian advisory group that meets at least twice a year
11. Program/Provider hosts at least 2 family events in a year
12. A program staff member/provider presents to a local organization about their program or other relevant topic at least once a year.
13. Program/provider has a systemic process for identifying children who are Dual Language Learners at program enrollment
14. Program/provider provides information to families in their primary language
15. Program employs at least one staff person who is bilingual in the home language of most of the DLLs in the program
16. Other activity that promotes family and community partnerships, as approved by DHS

PROVIDER QUALIFICATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
7. The provider has at least 1 year of child care experience.	8. The provider has (Choose ONE): a) At least 2 years of child care experience OR b) At least 6 college credit hours in education specific to the age group for whom care is provided.	7. The provider has (Choose ONE): a) At least 3 years of child care experience OR b) At least 9 college credit hours in education specific to age group for whom care is provided.	5. The provider meets Tier 2 or higher on the Iowa Early Care and Education Teaching Roles Career Pathway. 6. The provider has at least 3 years of full-time child care experience.	5. The provider meets Tier 2 or higher on the Iowa Early Care and Education Teaching Roles Career Pathway. 6. The provider has at least 4 years of full-time child care experience.

TEACHING AND LEARNING

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
8. The provider completes training on the Iowa Early Learning Standards (2hrs.).	9. The program develops and implements a daily schedule with predictable routines that are developmentally appropriate for all ages served.	8. The program utilizes an appropriate assessment tool throughout the year that aligns with the curriculum to gather information on each child's strengths, progress, and needs.	7. The program uses information gathered about children and families to make changes in their learning environment and activities.	7. The program works with families and other experts to implement instructional and/or environmental adaptations, that support the learning for each child, including those with diverse needs, identified disabilities, dual language learners, identified behavioral health needs, and/or specialized health needs.
9. The provider develops and implements a comprehensive discipline/behavior policy that promotes positive relationships.	10. The program develops and implements a policy that eliminates or severely limits expulsion, suspension, punitive or other exclusionary discipline. 11. The program develops and implements policies regarding the use of an approved developmental screening tool for all children in care within 60 days of enrollment and at least annually to identify children who may need additional evaluation and/or intervention strategies.	9. The program shares community resources with families as needed, based on the gathered information (example: provide contact information for the local AEA for further evaluation). 10. The program develops and implements policies and procedures for inclusive practices for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.	8. The program participates in planning with families and/or outside experts, as needed, for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral needs, and/or specialized health needs.	

ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
<p>10. The program develops and implements policies regarding (as applicable to age served, aligned with Caring for Our Children):</p> <ul style="list-style-type: none"> a) Supervision b) Safe Sleep Policy c) Missing child d) Strangulation Prevention e) Sign-in/sign-out tracking system for children and visitors. <p>11. The provider completes the Interaction and Relationship Self-Assessment.</p> <p>12. The program completes the IQ4K Program Assessment.</p>	<p>12. The program's environment displays culture, age, race, ability, special needs, and gender diversity (provide three examples of readily available books, pictures/posters and other materials).</p> <p>13. The program develops and implements a policy regarding Playground Equipment Stability and Fall Surfacing & Inspection (aligned with Caring for Our Children).</p> <p>14. The program develops and implements a tobacco/nicotine policy (see sample policy).</p> <p>15. The program completes and annually updates the IQ4K Quality Improvement Action Plan.</p>	<p>11. The provider completes the Environment Rating Scale (ERS) Training series (FCCERS-R).</p> <p>12. The program completes the Health and Safety Checklist for Early Care and Education Programs.</p> <p>13. The program develops and implements a policy regarding oral health (aligned with Caring for Our Children).</p>	<p>9. The provider completes the ERS scoresheet and Improvement Plan (FCCERS-R).</p> <p>10. The program scores an average of 2.5 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>	<p>8. The program receives an overall score of 5 on the ERS assessment (FCCERS-R).</p> <p>9. The program scores an average of 2.75 or higher on the Health and Safety Checklist for Early Care and Education Programs.</p>